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A description of the organization and activities of several after-school study centers in Brooklyn, New York, funded by ESEA/Title I, is presented. In these centers, seventy thousand students receive remedial help in reading or math, attend open house in the school libraries, or do homework in homework rooms provided to stimulate those who need to improve their work-study skills. Word recognition skills, comprehension skills, and oral reading skills are developed in the reading classes through varied activities. The role of the library includes extending the day school program, offering a place for study, and teaching reference skills in addition to developing interest in reading. This review includes examples of school and class publications, attendance records, and certificates; it describes the materials and methods used for reading, mathematics, and library work; and it suggests additional organizational routines. (RT)

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AFTER-SCHOOL STUDY CENTERS

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Review

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The ASSC REVIEW will serve as a means of sharing effective practices which schools in the program have developed. We hope that our publication will be a storehouse of information and a resource for teachers and supervisors in the ASSC program, in their efforts to provide remedial services for every child in need of such help. We are pleased that materials were submitted by so many schools. Schools are invited to continue sending descriptions of practices and procedures successfully followed in their own ASSC programs. These will be included in future issues.

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AFTER-SCHOOL STUDY CENTERS REVIEW

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For information regarding the ASSC program or the After-School Study Centers REVIEW, please write to Room 926, 110 Livingston Street, Brooklyn, N.Y. 11201, or telephone 596-8946.

FOREWORD

It is deeply satisfying that in a brief two years, parents and teachers of our city have come to look upon the After-School Study Center as a good action program to promote better academic achievement for children growing up in minority group areas of our city.

The 70,000 children who pour into this program three afternoons a week are receiving special remedial teacher assistance to help them overcome obstacles in reaching their own maximum potential. In addition, "open house" in school libraries and "homework rooms" provide stimulation for those who need just a little extra lift in improving their work-study skills.

One of the most significant factors in this popular innovation is the close relationship between day school and the extended school day. Enthusiasm runs high among parents, pupils and teachers. Here is a program which plays a triple role, in integration, in academic achievement, and in the future economic life of the participating youngsters.

TRUDA T. WEIL
Acting Associate Superintendent
Division of Elementary Schools

READING

Since skill in reading is the core of elementary education, reading activities comprise a very large part of our ASSC program. In our drive for quality education, it is essential that the level of reading achievement be upgraded where the necessity for this has been indicated. Many factors adversely influence the child who is having difficulty in learning to read; rarely is there a single remedy or cure-all. Courses in remedial reading for the ASSC teacher are recommended. Invaluable techniques are thus acquired. Small groups (maximum of 15 children) make it possible for the ASSC teacher to fit methods and materials to the child. The "secret ingredient" in the teaching-learning situation is a teacher's "sense of mission" which serves as a catalyst in this complicated process.

SRA materials

A REVIEW OF THE SRA READING LABORATORY SERIES

The SRA material attempts to deal directly with some of the problems the classroom teacher faces. Specific recognition is given to the wide spread of reading ability within each classroom. Concern with individual differences and varying rates of learning are the targets at which this highly individualized program is aimed. Each pupil receives instructions with materials which are specifically at his reading level. Each child proceeds at his own rate.

The arrangements of the laboratory emphasize the sequential development of reading skills. Lab 1c is divided into two parts. Listening comprehension is developed in a series of exercises during which the pupils must select an accurate description of a story to which they have listened. Pupils are required to arrange several sentences in a sequential order.

Word study is emphasized in a set of "power builders." Each of these booklets contains sections in which the pupil's reading comprehension and phonic skills are developed.

SPECIFIC ADVANTAGES

The SRA materials are arranged so that adequate practice in each skill is obtained. Each child is able to appraise and correct his own work and then determine, in conjunction with the teacher, at what point the next level may be started.

SPECIFIC PROBLEMS WITH REGARD TO THE ASSC

1. Under what conditions is the child to be given the materials? Does each, upon his first visit to the class, receive a copy of the booklet?

2. What are the basic routines? Should each child be permitted to check work upon completion? This would be best; however, it is much easier to keep track of supplies if all work is checked together.

3. Should SRA materials be used three times a week? Perhaps at first, but after a while two of the three weekly sessions would be better.

4. The fifth and sixth grade classes may be able to handle the series mentioned above, namely, 1c. Which series are best for older children?

P. Balsam
Teacher, 20M

USING SRA READING LABORATORIES

We have found the following to be helpful in the teaching of reading in the ASSC program.

Each reading teacher has a set of SRA Reading Laboratories. These are used in conjunction with other materials but they are the principal resource around which the program is built.

These Reading Laboratories have many functions in the program: they instill a spirit of competition among the pupils; they permit each child to proceed individually; because of the turnover in the program a new child can begin without having to be placed in a particular group; there is practically no need for grouping as far as the Laboratories are concerned; they preclude the need for the teacher to make elaborate preparation of materials.

Teacher enthusiasm for these Laboratories is high. The one disadvantage in the use of these Laboratories is their cost and the cost of replacing the work booklets which come with them. It is my opinion that the cost is well worth what we are able to get in return.

Martin W. Frey
Principal, 101M

TAPE RECORDER USED FOR EVALUATION BY PUPILS

At the start of the year, students recorded on tape, paragraphs from a story the group had studied. After a period of two months, a second recording was done of another story the class had read. The pupils praised their classmates for their improvement. The technique serves also as a good motivational device.

READING CORRIDOR BULLETIN BOARDS

The group, under the teacher's guidance, discusses a corridor bulletin made by another class in the school. They read the title, phrases and the compositions. The teacher makes a list of new vocabulary words which are placed on oaktag cards for review in the classroom. The pupils are highly motivated to read these displays as their friends and acquaintances quite often contribute to the bulletin board. In addition, this technique alerts pupils to the wealth of new words and "experiences" that surround them. The group, in turn, decides to make bulletin boards for display in the school.

Richard Lonoff
Principal, 20X

Varied materials

AUDIO-VISUAL AIDS

The following filmstrips are expecially recommended for use with the children in the reading study groups. There are other excellent films available under the Language Arts, Guidance and Social Studies section of your Visual Aids Catalog.

Adventures of Paul Bunyan

Buffalo Bill

Casey at the Bat

Cinderella

Ferdinand the Bull

Mike Fink - American Folk Heroes

Five Chinese Brothers, The

Folk Tales and Fairy Tales

Hickok, Wild Bill (American Folk Heroes)

How to Use the Encyclopedia

Johnny Appleseed

Johnny Fedora

Little Toot

Monkey See - Monkey Do

Mutiny on the Bounty

Pedro the Little Airplane

Rip Van Winkle

Robin Hood

Sleeping Beauty

Snow White & the Seven Dwarfs

Susie the Little Blue Coupe

Three Musketeers, The

Treasure Island

Willie, The Operatic Whale

Wonderful World of the Brothers Grimm

L. Beckenstein
Asst. Prin., 156K

SPECIAL MATERIALS

I was able to order special materials for the reading groups out of our regular school allotment last year. We are now enjoying them. They include such items as the Scott-Foresman word blocks "Rolling Readers" and the Dolch word games. These items serve to arouse much pupil interest. In addition, we play a great many oral games with the children in order to build vocabulary. Teachers have been very resourceful in building files of duplicated materials.

Hazel Schreiber
Asst. Prin., 160Q

AN OVERVIEW

A. Word Recognition Skills
1. Sight Vocabulary
a. Dolch List
b. Vocabulary from Basal Reader, Textbooks, Newspapers
c. Experience Charts
d. Crossword Puzzles

2. Phonics
a. Consonants
1. Initial
2. Final
3. Blends, i.e., br, fl, etc.
4. Digraphs, i.e., ch, sh, (initial and final) etc.

b. Vowels
1. Short
2. Long
3. Digraphs, i.e., ai, ea, etc.

3. Structural Analysis
a. Plural endings
b. Verb endings
c. Adjective endings
d. Root Words
e. Prefixes
f. Suffixes

4. Abbreviations

5. Contractions

6. Dictionary Practices

7. Antonyms, synonyms, homonyms, (their, there); homographs (fair, fair)

B. Comprehension Skills
1. Find main idea or ideas
2. Retell story
3. Rearrange story in sequence
4. Give a suitable title
5. Predict outcome
6. Make inferences
7. Find words that describe a person or place

C. Techniques
1. Multiple choice questions
2. True or False
3. Fill in the blank
4. Find words that do not belong.

D. Reading to the Group
Give children an opportunity to talk.

E. Games
1. Teacher made
2. Commercial
a. Matching words (Matching pictures and words)
b. Lotto or Bingo
c. Crossword Puzzles

F. Materials
1. Basal Readers
2. Library Books
3. Phonics Books
4. Social Studies Books
5. Science Books
6. Reader's Digest
7. Teacher-made Materials
8. Newspapers

Etta J. Veder, C.R.T.
Teacher, 64M

Activities and projects

VARIED ACTIVITIES

I have a group of second grade children* in the After-School Study Center who come for remedial reading work. Because of their restlessness and short attention span, I have had to resort to "game" activities to maintain their interest. Activities that I have found particularly helpful include:

1. Reading Bee - from flash cards - two teams.
2. Phonics Bingo - we made cards by writing an initial sound on each box. When I call a word, they cover the initial sound of this word.
3. "Go Fish" - played in groups of 4. Each child gets 5 picture cards. They ask other children for cards starting with a particular sound. Aim is to collect sets of 4 cards with same initial sound.
4. I have several word games that can be played in small groups. When children come in, they can use any of these games until full class is assembled.
5. I am not ready to evaluate actual reading progress but I believe that the steady attendance is evidence of the interest of my group.

Esther Brand
Teacher, 119M

MEANINGFUL PROJECTS

1. We made a booklet from the exercises in the book "Word Attack" by Roberts. This gave the children specific rules to which to refer as needed when the children were away from class.

2. The most successful project we undertook was a booklet on Turkey. We used booklets from the U.N. to find materials such as folk stories and recipes for meals which we subsequently cooked, including potted lamb and pilav. Our booklet contained descriptions of games played by Turkish children which we learned, and a condensed history of the country. We copied Turkish designs for the covers of our booklets. This project created a great deal of interest, and the attendance was high while we were working on it.

3. We saw film strips on construction and then took a tour of the site of construction of our new school. The time-keeper spent an hour with us, showed us the blue prints, introduced us to the engineer who showed us the surveying equipment, etc. We added many new words to our vocabulary, and made use of them when writing about the visit. Educational background of the many men on the job was explored, salary for various jobs was established, a listing compiled on these facts.

Wilma Beason
Teacher, 119M

(*Ed. Note: Second grade pupils may be permitted in the program with the express permission of the principal.)

TAPED LESSON

This lesson was prepared for pupils learning English as a second language and for mainland pupils who were below grade in reading. These pupils were in the fourth and fifth grades but averaged between second and third grade reading level.

The purpose of the taped lesson is to provide a teacher model for pronunciation and to give the necessary repetition which these pupils need. In listening to this tape it is obvious how greatly lacking in oral communication these pupils are and how desperate is the need for much aural-oral practice and repetition of the teacher model. The pupils listened to the tape many times. Ear phones were provided so that the pupils who needed more drill could listen without disturbing the other group.

The aim of the lesson was to have pupils hear the long vowel sounds and associate them with key words, to reproduce the sound correctly, to recognize the visual symbol and the use of the macron over each long vowel in the key words.

Long Vowel Sounds $\bar{a}$ $\bar{e}$ $\bar{i}$ $\bar{o}$ $\bar{u}$ and y

A $\bar{a}$ E $\bar{e}$ I $\bar{i}$ O $\bar{o}$ U $\bar{u}$ Y $\bar{y}$

$\bar{a}$pron	$\bar{e}$el	$\bar{i}$ce	$\bar{o}$ver	$\bar{u}$niform
$\bar{a}$te	$\bar{e}$at	$\bar{i}$sland	$\bar{o}$pen	$\bar{u}$se

---

c$\bar{a}$ke	f$\bar{e}$et	sl$\bar{i}$de	r$\bar{o}$pe	m$\bar{u}$le	why$\bar{}$
m$\bar{a}$ke	b$\bar{e}$et	r$\bar{i}$de	g$\bar{o}$	t$\bar{u}$be	try$\bar{}$
pl$\bar{a}$te	m$\bar{e}$at	h$\bar{i}$de	b$\bar{o}$at	c$\bar{u}$re	by$\bar{}$

A long vowel says its own name.

Consonants and Vowels

Here is the alphabet:

a b c d e f g h i j k l m n o p q r s t u v w x y z

Put a box around the vowels.
Call y a vowel at this time.

Here are some words that have long vowels:

snow	use	each	why	
tree	rope	hole	rode	joke
side	ride	five	wide	white
play	day	away	say	pay

Anne McEvoy
Teacher, 122K

Creative endeavors

ORIGINAL MATERIALS

IF I HAD A WISH
Class A-1, Miss Shalm

Tyrone wishes for a bicycle.
Kenneth wishes for a toy store.
Larry wishes for skates.
Marilyn wishes for a doll.
Lynn wishes for a bicycle.
Gail wishes for a house.
Wilhelmina wishes for a doll.
Rayfus wishes for ten dollars.
Junius wishes for all the money in the world so that he can buy all the things the other children wished for.
If I had another wish, I would wish for _____

BY GROUP B-1

The wind is cool
When I go to school
"My cheeks are red,"
The little boy said.

BY GROUP B-2

I am a turkey who goes gobble, gobble,
When I walk around I wobble, wobble, wobble.
Tomorrow they cook me and serve me with sauce.
There will be many vegetables but I'll be the main course.

MY FAVORITE STORE
Class A-2, Miss Shalm

Diane's favorite is a bicycle store.
Deidrea's favorite is a toy store.
Mary's wish is for a Tressy Doll Store.
Dolores wants a drug store.
Joyce wishes for the happiest store in all the world.
Charles wants a candy store.
Beatrice's favorite is a bank.
James wishes for Bargain Town.

WINTER MUSIC
Class B-2

Winter arrived on December 21st. This afternoon we listened to music. The music was called "Sleigh Ride" by Leroy Anderson.

Eunice said that as she listened she saw stars at night. Carol said that she imagined snow was falling. Joslyn imagined that she was sitting at her window watching a sleigh go by. Other children heard sleigh bells.

NEW WORDS: WATCHING WINDOW IMAGINED LISTENED MUSIC

1. Carol _____ snow was falling.
2. Eunice looked out the _____.
3. She_____ to a song.
4. He thinks "Sleigh Ride" is nice _____.
5. He is _____ the children play.

Robert Burger
Asst. Prin., 305K

MATERIALS AND METHODS

1. Audio-visual aids - filmstrips and tape recorder, e.g.: "City Playground," "Johnny Goes to the Store," "Fun Park"
2. Reading games - commercial and teacher-made
   a. Unscramble cards to make a sentence
   b. Word drill fishing game with magnet
   c. Phonics games
3. Experience charts based on seasonal and current events and children's experiences
4. Friendly, informal and individualized reading approach
5. Mastery of Dolch Basic Sight Vocabulary of 220 words since these words make up about 60% of all ordinary reading matter
6. Use of illustrations from magazines to clarify meanings
7. Use of easy reading materials on a high interest level and low difficulty level
   a. Reader's Digest "Reading Skill Builder"
   b. Teacher-made rexographed materials
8. Pupil-made picture dictionaries
9. Enrichment of children's background by acquainting them with nursery rhymes, children's stories, fairy tales, legends, and fables
10. As a mathematics project, children use individual clocks and make clock's hands correspond to the time indicated by the teacher

STRESS ON ORAL EXPRESSION

1. Clear articulation
2. Elimination of common speech errors, e.g.: use of got for has, brung for brought, mines for mine, seen for saw, etc.
3. Correct pronunciation of words, e.g. "yellow" instead of "jello"
4. Dramatization of stories read
5. Use of poetry and choral speaking

TRAINING OF TEACHERS

1. Teachers participating in program have been trained at orientation sessions conducted by principal
2. Use of rexographed materials on reading
3. Detailed plan for each group submitted weekly

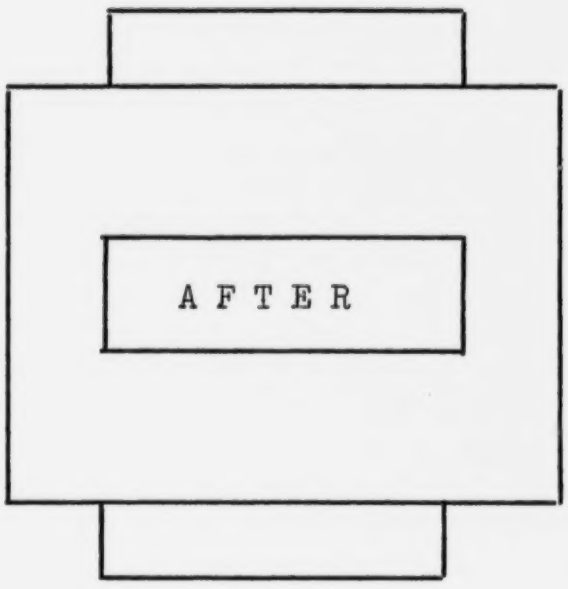
MOTIVATION BY PRINCIPAL

1. Practice of visiting classrooms and hearing individual children read to her
2. Inviting children (those making greatest progress) to office to read to her
3. Checking pupils in mathematics class on automatic response to number facts
4. Use of few minutes waiting in hall for the 5:00 p.m. dismissal - summarizing what had been learned in class, or retelling story read by teacher in Library, or rhyming a word given. (The latter is most helpful, for children who do not know the proper ending of words)

Rose Manicoff
Principal, 133K

Projects and puzzles

INDIVIDUAL CARDBOARD TACHISTOSCOPE



A simple tachistoscope may be made from a piece of cardboard.

The 220 Basic Sight Words have been rex-o-graphed on oaktag strips for use in the tachistoscope.

Explain to children that the purpose is to allow themselves only a "quick look."

I plan to use the same idea to develop quick phrase perception also.

A PROJECT FOR EFFECTIVE ORAL INTERPRETATION

The group was having difficulty projecting emotions when reading stories orally from The Five and a Half Club reader.

To overcome this difficulty the group made stick puppets of the main characters in the reader.

The children used the stick puppets and seemed to "loosen up" and "let themselves go" in expressing the varying moods and tones of the characters. The entire group seemed to enter into the spirit of the story, and really enjoy the incidents.

As a result of using the stick puppets, the oral reading was very much improved.

CROSSWORD PUZZLES

These puzzles give the children practice in reading for comprehension. The meaning "across" or "down" is given, and the child must select the correct word from a list. The puzzles are a challenge to children and provide vocabulary enrichment. They can be used in related activities such as alphabetizing the puzzle words, checking the dictionary for other meanings, and using the words in sentences.

Elizabeth Farrell
Teacher, 137K

MATHEMATICS

The program of mathematics in the elementary school is concerned with helping all children at all levels of ability develop mathematical power, learn mathematics as a science, and use mathematical knowledges and skills with interest and assurance. Mathematical thinking, problem solving, and pupil discovery are emphasized....The learning of mathematics at any grade level requires ability to think logically and to think in terms of abstractions. Numbers and operations are abstractions; that is, they are ideas and thus cannot be seen or heard. But children differ widely in ability to think logically, to think abstractly or to make tentative generalizations based on appropriate data. Moreover, particular children differ from one time to another in their thought processes. Under conditions of undue stress children tend to become confused and may fixate at or regress to pre-logical modes of thought.

From: Mathematics - Grade 4

Problem solving

PROBLEM SOLVING - SUGGESTIONS

I. Problem-solving aids

A. There are no short cuts to the mastery of solving problems. Using a set pattern or formula such as GIVEN - FIND - HOW seldom gives children much sense of the real situation. Life's mathematical problems are not stated in set form.

B. Attention is focused on the story the problem tells.

C. It is important that the children visualize the problem as a whole rather than as a number of parts.

D. Children learn to work with a variety of language patterns; they cannot depend upon a few specific cues of limited and doubtful usefulness. "After John gave 9 marbles away, he had 8 left. How many did he have to start with?" "Steve counted the marbles in his bags. Altogether he had 24. If there are 16 in one, how many are in the other?" Left does not indicate subtraction, nor does altogether indicate addition in these problems.

E. Aid on the Oral level: children and teacher work together.

1. Use manipulative material, pictures, diagrams.

a. Describe action with symbols and signs. (Use chalkboard to record action).
b. Teacher constantly asks, "Why?"

2. Act out the problem. Use a variety of objects. Identify the action of operation.

a. During the dramatization the language of mathematics is stressed.
b. Use simple language and small numbers so that children can visualize the action (slow learners).

3. Analyze problem situations including:

-problems without numbers
-problems with irrelevant facts
-problems with missing facts and missing questions (provided by children); help train children to look for essential parts of the problem

4. Give practice in reading problems with care and exactness. The teacher asks questions which will help children to:

-select the main idea
-observe meaningful words
-look for hidden numbers
-associate the idea with the number symbols
-select the symbols which express what is to be found

Problem-solving aids (continued)

The same problem may have to be read several times for full comprehension and specific detail. Reading cannot be hurried. Children need not solve every problem.

5. Relate difficult problems to earlier problems of the same type. Substitute smaller numbers or simpler fractions so that important relationships in the problem are more apparent and children can translate the problem into appropriate number or mathematical sentences.

6. Have children restate the problem in their own words.

7. When children solve the problem ask them to state what the answer tells.

8. Have children select the algorism or equation which restates the problem with number symbols.

9. Problems for slow learners:

   -short sentences
   -direct, simple language
   -technical vocabulary reduced to a minimum

F. Aid on the Written level: children work independently

1. Encourage children to estimate the answer (think out an approximate answer without paper and pencil).

   a. Estimating sharpens the children's number sense.
   b. Estimating a reasonable answer is a skill which has to be developed just like a reading skill. Children must have the ability to:

      -read the problem
      -know what is relevant, irrelevant, or needed
      -select the correct process to be used

2. Encourage multiple approaches to problem-solving. There is more than one way to find the correct answer. Discuss the different methods used. Children decide which they consider most efficient.

3. Have children translate the problem into an equation (mathematical sentence) and record it on their paper before computing; this helps to fence in the idea by attaching a symbol to that idea.

4. Give practice in using charts or tables for specific information necessary to solve the problem.

5. Give practice in selecting the correct answer.

Original problems

Problem-solving aids (continued)

6. Encourage children to check their answers, to compare the answer with the estimate which will indicate whether the exact answer is sensible. Checking emphasizes basic principles of mathematics:

   -commutative (addition) (multiplication)
   -inverse operations (subtraction) (division)
   -distributive (multiplication)

7. Give problems which are easy enough for all children to achieve some degree of success and others which are difficult enough to challenge the better student.

II. Original problems

A. Children write original problems and present them to the class for comment and criticism.

B. The teacher learns much about the maturity of a child's thinking by the kind of problem the child formulates.

C. Unless children receive very specific, definite directions, they tend to make up involved problems in story form. Usually they ask many questions and give many details.

1. Indicate the topic: EATING CAMPING BASEBALL HOBBIES
   PETS BUYING PARTIES ETC.

2. Be specific: Buying two more things you would like
   Finding how many inches taller you are than your neighbor
   Earning money for working a certain number of hours
   Sharing the cost of something
   Using the numbers such as 125 and 32 in a problem

Jerry Nadelman
Mathematics Coordinator
Districts 19-20

(The mathematics materials on pages 15 and 16 were also prepared by Miss Nadelman.)

BASIC QUESTIONS THE CHILD ASKS HIMSELF

1. Can I read the problem?
2. Do I understand all the words and expressions?
3. What am I told?
4. How can I use "What I am told" to find out what I want to know?
5. How can I show what I need to do with number symbols and signs?
6. Have I found out what I wanted to know?
7. What does the answer mean?
8. How does it compare with the estimate?
9. Is the answer correct?

BASIC QUESTIONS THE TEACHER ASKS HERSELF

1. Is the problem based on the children's experience?
2. Can the children restate the problem?
3. Can they recognize the essential parts of the problem; what the problem requires; the information needed for the solution?
4. Can the children select the correct operation?
5. Can they solve the problem in more than one way?
6. Can they estimate the answer?
7. Do the children compare the exact answer with their estimate?
8. Can the children interpret the answer?

USING EQUATIONS

A. A Problem

The Coffee Shop cuts each pie into 6 pieces. How many people are served from 17 pies?

1. Read the problem carefully.
2. Write the word and the sign that describes the action. (Combine, X)
3. Write the equation. ($17 \times 6 = N$)
4. Estimate the answer. (Less than 120)
5. Solve the equation.
6. Check the answer with the estimate.

B. Choose the correct equation.

Class 5-2 made 26 Valentines. Class 5-3 made 29. We need 70. How many more must be made? Which is the correct equation?

$N = 26 + 29 + 70$
$N = 70 - (26 + 29)$
$N = (70 - 26) - 29$

C. Selecting the Correct Process

What sign would you use to show:

The cost of a dozen pens.
2 more than that number.
1/8 of that number.
6 less than that number.
Your age five years ago.
The number of boys if there are 17 girls in the class.
The number of nickels for five dollars.

Some examples

SUGGESTIONS FOR POORER READERS

Group A	16 children	Money Collected	34¢
Group B	12 children	Cost of card	25¢
In both groups	? children	Money left	?

Cereal 27¢; Fruit 14¢; Both ?

Have	Cost	Need	
15¢	98¢	?	Joe has 15 cents. Bill has 9 cents.
12¢	?	24¢	_____ has _____ cents more than _____.
?	59¢	16¢	_____ has _____ cents fewer than _____.
			_____ needs _____ cents more to match ____.

In Each Set	Number of Sets	Find the Total Number of:
32 books	3	books
7 problems	5	problems
35 children in each class	8 classes	children
26¢	3 loaves of bread	cents

Number of:	In Each Set	Find the Number of Sets
books 48	3 books	?
problems 24	6 problems	?
children 68	4 children	?
apples 84	6 apples	?

LIBRARY AND HOMEWORK

The Division of Elementary Schools, in Circular E.P. 22, 1963-64, sets forth its policies in regard to the kind, extent and supervision of homework, as well as the part the parent plays in it. It states, "The purpose of homework is to extend and reinforce learnings and to develop the sense of self-discipline, personal responsibility, and independent thinking. To this end, all assignments should be purposeful and related to class activities, as well as to individual children's interests, needs and abilities. Homework should be carefully checked and supervised. Parents should be informed about the place and purpose of homework in the school's program so that they can provide suitable study conditions, understand what the school expects homework to accomplish, and cooperate with school in making homework effective, thus helping the school to achieve its purposes and goals." The ASSC Homework program seeks to provide space, study conditions and some reference books not available in homes. With reference to the ASSC Library program, the article which follows, written by Miss Sattley and Mrs. Engle of the Bureau of Libraries, very adequately describes our procedures and activities.

Library services

THE LIBRARY PROGRAM IN THE AFTER-SCHOOL STUDY CENTER

In the ASSC, the school library plays a significant but varying role. The services offered by the library depend upon the program emphasis in each center. These services may be simply an extension of the day school library program, or may reflect and implement the remedial and homework aspects of the center. Just as the programs of the various centers are flexible, so are the programs of the libraries in these centers. Whenever the librarian assigned to the ASSC is also the day school librarian, services and programs are more easily administered and coordinated. However, when this arrangement is impossible, conferences between the librarian of the day school and the librarian of the ASSC in the individual school help make the latter program and services operate smoothly. Library programs may include any or all of the following activities, depending upon the needs and the organization of the center, the number of participants, the size of the library room and its collection, and the experience of the person in charge of the center library.

CIRCULATION OF MATERIALS

The extent or the limitations of this phase of the ASSC library program, certainly, is dependent upon the size of the library book collection. Circulation of materials during Center hours provides additional periods during the week when pupils and teachers have easy access to the contents of the school library collection. Just as during the day session, circulation at this time makes it possible for pupils to borrow materials for use in the room, or for use at home. However, in cases where the center opens its library facilities to pupils enrolled in other day schools, it may be impractical to permit these pupils to borrow books for home use. Very careful arrangements and procedures need to be worked out for the return of these books, if such permission is granted.

HOMEWORK ASSISTANCE

Many pupils, not registered in the remedial phases of the ASSC, need only a place in which to prepare their assignments for the next day's classes. This use of the library and its facilities by such pupils is certainly quite appropriate. In addition, upon the recommendation of the class teacher, the librarian is free to offer assistance to the pupils who may need it in completing their homework assignments. In some schools, Library and Homework sessions are combined. Individual and small group instruction in the use of reference tools related to classwork initiated in the day school may also be given as the need arises. Such activities during the After-School session offer reinforcement of library skills and give pupils additional opportunities for necessary supervised practice in using reference materials.

READING GUIDANCE ACTIVITIES

The librarian working in the ASSC often finds a very receptive group of children ready to benefit from the relaxing and refreshing story-telling and story reading programs. Inasmuch as there may be smaller and more intimate groups of pupils participating, as contrasted with the possible larger sizes of the regular day classes, these activities are quite effective in the afternoon. A variety of audio-visual materials such as tapes, records and filmstrips are helpful in supplementing the reading and telling of stories by the librarian to the children. Likewise, spontaneous creative dramatics and art activities based upon stories told or read to the children are appropriate activities at this time. Some pupils in a center where there may be small groups, often are eager to practice their own skills in telling or reading stories to other children. Just as some children are desperately in need of a place in which to prepare homework assignments, others are equally in need of a quiet, informal and comfortable place in which to read whatever they like, for the sheer pleasure of so doing. The librarian servicing the Center is available to help such children find reading materials that are of personal interest to them, and the room is available for their use for this purpose.

RECORD KEEPING

A record of the attendance in the library during the After-School session must be kept by the librarian. In addition, records of the circulation of library materials must be kept by the librarian, separately from those figures of the day school circulation. It is also important that there is some record kept of the activities and special features of the library program that have proven most effective during Center hours.

Helen R. Sattley, Director of School Library Service
Lucia S. Engle, Assistant Director

Who hath a book
  Hath friends at hand,
And gold and gear
  At his command;
And rich estates,
  If he but look,
Are held by him
  Who hath a book.

Wilbur Dick Nesbit
1871-1927

Go, little book, and wish to all
Flowers in the garden, meat in the hall,
A bin of wine, a spice of wit,
A house with lawns enclosing it,
A living river by the door,
A nightingale in the sycamore!

Robert Louis Stevenson
1850-1894

Motivation

LIBRARY BULLETIN

We are submitting a copy of the monthly library bulletin of our ASSC used to stimulate attendance at the library itself, and to further a love for reading and the habit of reading books regularly.

We plan to do this, at least, on a monthly basis featuring some special category of books each time.

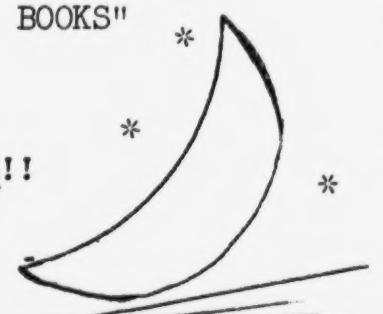
L I B R A R Y N E W S - A S S C - P.S. 138K

"A TIMELY NOTE ON BOOKS"

Nov. 23, 1964 to Dec. 23, 1964

THIS MONTH THE LIBRARY FEATURES ADVENTURE!!

HOW ABOUT A TRIP TO THE MOON?



MOON for YOUNG EXPLORERS by C. Fenton

TO THE MOON and BACK by Jules Verne

MOON SEEMS to CHANGE by Franklyn Branley

MOON TENDERS by A. Derleth

MOON IS A CRYSTAL BALL by N. Belting

AND OTHER TALES OF ADVENTURE TOO! - ANIMAL STORIES - TALES of INDIANS - THE WILD WEST - - -

Moses L. Lorentz
Principal, 138K

BOOK REPORT FORM

My Reading Record

Name _____

Title of Book	Author	Date	Pages	Comments

Book Report Form

Title of Book _____
Author _____
Dates _____ _____
Started Finished

Main Characters
1. _____ 4. _____
2. _____ 5. _____
3. _____ 6. _____

Story
1. Where does the story take place?

2. When does the story take place?

3. What happens to some of the main characters?

4. How does the story end?

5. Did you like the ending? Why or why not?

Barney Grossman
Principal, 150X

BOOK REVIEWS BY LIBRARY GROUP

Little Pear and the Rabbits
by Francis Eleanor Lattimore

This book is about the adventures of a little boy. It is exciting.

Evelyn Jackson

Abraham Lincoln
by Clara Judson

The book is about Abe when he was a little boy in Kentucky. I think that this book is very interesting and I enjoyed it very much.

Katrina Allen

The Bobbsey Twins of Lakeport
by Laura Lee Hope

This was about two sets of twins who had a lot of adventures in each chapter. I like the book very much. I liked the treasure hunting and the adventures that happened in the book.

Karen Griffith

Mary Poppins in the Park
by L.P. Travers

This book was about two children and a lady named Mary Poppins who loved to go to the park. I liked this book because it had a lot of action.

Karen John

Frederick Douglas
by Anna Bontemps

Frederick Douglas was born a slave on a big plantation and became a famous American. I liked the story because he liked to watch boats, and one day he got his dream and sailed on one.

Lester Scott

Bruin Furryball
by Andrew Kakers

It is about a huge, big brown bear that is very friendly with other animals. I liked it because it is very funny and I like a funny book very much.

Carolyn Carroll

The Luckiest Girl
by Beverly Cleary

This book is about a little girl who wanted a slicker raincoat. If I were the little girl, I would want one too.

Brenda Griffin

Just So Stories
by Rudyard Kipling

It contains many stories. I liked it very much because I like animal stories.

Allen Smith

WE HAVE MANY MORE BOOKS IN OUR SCHOOL LIBRARY PLEASE COME VISIT US!

Loretta Wardlaw
Teacher, 305K

PARENT VOLUNTEERS

The assistance we have received from our parent volunteers and from our library club has made it possible for us to include more pupils in the ASSC library program. In addition to the assigned library groups, we have been able to provide for general circulation during the first hour and for circulation for the remedial groups during the second hour.

Stanley V. Kaplan
Asst. Prin., 262K

SPECIAL REPORTS

We have used our library as a residual center for special pupils' reports. Our OTP in Science, who is in the library one day a week, has encouraged pupils who desire help in preparing for a Science Fair to visit with her as a club.

Jack Zuckerman
Acting Principal, 155K

ATTENDANCE CREDIT

AFTER-SCHOOL STUDY CENTER

_____, Class _____

attended the homework / library session in the After-School Study Center on _____.

Pauline Jager
Asst. Prin., 7M

Special activities

RELATED ACTIVITIES

Some of the activities, in addition to helping the pupils with their homework, were to read stories and poetry.

On Tokyo Day, I read "Haiku" poetry. We compared this type with others read from "Time for Poetry." The pupils became aware of the seventeen syllables in a Haiku. Individual children wrote their own poems. The following two were the result of class participation.

HAIKU POEMS

I.
SUMMER

Hot summer has come,
White snow, frost and spring have gone,
June rose is fragrant.

II.
PLAYMATE

Playmate, playmate come.
Come and play with me, I call,
So do hill and grass.

- - - - - - - -

The last 10 minutes of the Homework Class, I try to give the children some cultural experiences.

I have taken some time to play victrola recordings. Some were by Mozart. The children became interested and used the school library to borrow a book about Mozart.

I have read "The Boyhood of Mozart" and told them the story of "The Magic Flute." I play a part of a victrola recording (a shortened version) of this opera each period. The children are becoming familiar with the characters, and the underlying theme in the music.

My plan is for the class to participate in playing an "Air from the Magic Flute" - using the bells, and the recorder for other passages.

Doris B. Liebowitz
Teacher, 122K

SCHOOL AND CLASS PUBLICATIONS

On the following pages are excerpts and selections from ASSC school and class publications. The original mastheads and charming illustrations by the children unfortunately cannot be reproduced here. However, the contents are presented as pages from these publications. The reader will note that we have departed somewhat from our usual format. These publications by our ASSC students contain original poems, book reviews and articles; riddles, crossword puzzles (some original), word jumbles, quizzes and children's art work, as well as lists of children receiving special awards for good work and ASSC attendance. Some are in the children's own handwriting, others are typed; some are mimeographed, others are rexo-graphed. All are delightful and prove that creativity knows no grade or achievement level, and can flourish in any area provided the climate is favorable. The creative teacher will find ways and means of fostering these characteristics in the pupils before him. Every situation offers different possibilities for teaching and learning. The creative teacher realizes that the artistic and literary creations which the child makes for himself to share with others have the greatest meaning for the child. The publications also serve as a very fine medium for supervisory messages.

NEWS & VIEWS

Eugene Roberts, Principal P.S. 160Q December 1964

OUR NEWSPAPER

Dear Boys and Girls of P.S. 160,

We, in the After School Study Center, are happy to publish our first issue of "News and Views." In this newspaper, the children who attend the ASSC will see their very own compositions in print. We hope you enjoy reading it as much as they enjoyed writing it!

Hazel E. Schreiber
Assistant Principal
Editor

* * * * *

WHY I LIKE TO COME TO THE LIBRARY

I like to come to the library because I like to look at the books and look up things in the books. Our library teacher is Mrs. Kelly. She teaches my class and me things about the card catalogue. She is the best library teacher I have ever had.

Vanessa Lighty, 5-409

I like to come to the library because I love to read books. I like to help Mrs. Kelly and eat her cookies. I also look up new things in science.

Alleyne Lynch, 5-409

THE HOMEWORK ROOM IS A WONDERFUL PLACE!

I like the homework room because Mrs. Silva helps me with my homework. Then I understand it more. When I go back to class, I am able to stand and answer questions, when I am called on.

Emanuel High Smith
3-311

I like the homework room because when I make mistakes im my work, Mrs. Silva is there to help me. She does not tell you the answers but she will explain the assignment if you ask her to.

Wayne Braxton
5-405

I like the homework room because it is a good place to study for a test. I like to go there. Many more children should go too.

Ramona Cook
5-419

I like the homework room because I can do my work faster and better. I can not work at home because my little sister wants me to play with her.

Wayne James
5-4-405

ASSC EXPRESS

Hyman Terner, Principal P.S. 31M Florence W. Wilpon, Editor

THE PRINCIPAL'S MESSAGE

Dear Parents, and Boys and Girls:

The Board of Education decided some time ago to open an After-School Study Center (ASSC) here, in order to give children an extra opportunity to improve in reading and mathematics study from 3:00 until 5:00 P.M. three days a week. There is also Homework Help and a Library for the children to use. Since regular attendance and hard work are so important in any program of studies, we want you to share our pride in the children who have done especially well in their work and attendance. The list of these pupils is at the back of this first issue of our ASSC paper. We hope the parents and the children enjoy the ASSC EXPRESS, and that all will do their best to make the Center a success.

With cordial best wishes to all,

Hyman Terner
Principal

* * * *

One, two,
I lost my shoe.
Three, four,
There's a hole in the floor.
Five, six,
I swallowed some sticks.
Seven, eight,
I lost some weight
Nine, ten,
I ate up the hen.

Victor Mendez
Class 4-1

Dear Girls and Boys:

The After-School Study Center of P.S. 31M is happy to begin the New Year with the first edition of the ASSC EXPRESS. In the coming year we hope to bring you news about the activities and experiences of the children who participate in the ASSC. The ASSC EXPRESS is looking forward to receiving your puzzles, original poems, stories, jokes, jumbles, book reviews and plays. It is up to you, the children who attend the reading, mathematics, library and homework classes, to make the school and your parents aware of the wonderful learning experiences of this program.

Congratulations to the children who will receive Merit and Attendance awards.

Best wishes for success in the coming year.

Florence W. Wilpon
Editor

* * * *

I love my school.
We go to the school to learn how to read and how to spell. We learn how to tell time. We don't go to school to talk.*

Frankie Rivera
Class 3-2

* (Ed. Note: But we do!)

The principal writes, "The true test of the acceptance of the ASSC EXPRESS lies in the fact that so many children were happy to receive a copy, and that the authors were thrilled to see so many copies of their own handwriting."

OUR AFTER-SCHOOL STUDY CENTER

Melvin S. Wortman, Principal P.S. 54K Mrs. Bass, Teacher

WHAT I WOULD LIKE TO BE

I would like to be a football player because I like to play ball. When I play football I want to play safety guard and to be in the navy. When I am in the navy, I can be an Admiral and fly in a navy airplane. I can fight for my country and freedom.

Charles Hall

I would like to be a teacher and teach little children. I want to be a nice teacher just like Miss Colucio. I want to teach children in the first grade. That's a very smart class and I want to help them become smarter than they are.

Jena Fraley

I would like to be a doctor, because I see them on T.V. and I like what they do to help people to make them live.

I like to help my family when they are sick and other people too. I would like to help other people that are sick I wish to be a doctor when I am 25 years old.

Jose Lopez

WHY I LIKE THE STUDY CENTER

I like to read, write and learn about the people I meet in the center. I like my teacher and the work she gives me. I like to unscramble the words and sentences too. I like to play bingo and other games. I like the study center because I think it is a place to study.

Charles Hall, Jr.

Mrs. Backer is nice. She reads us stories. Mrs. Backer reads a story only to me all alone. I like to come to the library because the library has a lot of books. I like to come to the library every day.

Francisco Rivera

I like to come to the library because you can read books and you can look at the pictures in the books. I like Mrs. Backer. She is the teacher in the library.

Debra Hood

HOW THE TUTORIAL PROGRAM HAS HELPED ME

The Tutorial Program helps me in reading and learning new words. I wish I could come to the tutorial program every day. I like to do puzzles and games and work in my work books.

Peter Lu Jr.

MEET OUR FRIENDS

Martin Roberts, Principal P.S. 156K Reading Club 4B Mrs. R. Schneider

BOOKS WE HAVE READ AND ENJOYED

Mickey Sees the U.S.A.
by Caroline D. Emerson

I like most of the stories in the book. The one I liked the best was "The President Talks to Pluto." Pluto gets lost in Washington, D.C. and his friends are looking for him. They go to the President for help. After the President helps to find Pluto he invites them to dance around the Christmas tree. The ending was very nice.

Kenneth

Kid Brotner
by Clifton Fadiman

Frankie is Buzz's little brother. Ed is Buzz's friend. He is always making fun of Buzz because he has to wait for little Frankie. Frankie was always spoiling things for Buzz. But one day Frankie was a wonderful brother to Buzz. I know that you will all want to read and find out how he helped his big brother Buzz.

Ana Rosa

Come with Me
by Winston

The reading club sent this book to me when I was in the hospital. I liked it very much. It is a story book about Susan, Bill and Cookie. They like to play together. Sometimes they play with an airplane. They have many planes of different colors. Some are red, blue and green. Once their father took them fishing. That was a lot of fun. I would like to go fishing some day.

Eneida

WE ENJOY FILMS

Colds

The movie I liked best was about colds. It showed how a man gave a cold to everyone in his office. The man insisted on going to the office even though he has a cold. After he spread his cold to the people in his office, they spread it to their families. Everybody should stay in bed when they have a cold.

Kenneth

The Circus

We saw a pretty film about the Circus. There were many clowns and they made the children laugh. There was a dog race and many rabbits hopping about. The lions were jumping about their cage. The elephants were doing tricks. I hope that I can see a real circus.

Bonnie

HERE ARE SOME OF OUR ACTIVITIES

The Weekly Reader

Every week we read the Weekly Reader. It takes us to all parts of the country and tells about all kinds of things. It always has a science story. I like to read "Buddy Good Citzen." All the boys and girls read Peanut and Jocko. We do the fun games and story guide.

Bonnie

CLASS 5-2 LOG * SAILING WEST

Barney Grossman, Principal P.S. 150X Harvey Melcer, Librarian

SAILING WITH COLUMBUS October 1492

When I sailed with Columbus I was afraid. I thought we might encounter sea monsters and get caught in a whirlpool. I thought I might never come back. I'm glad I was wrong.

Blanca Marti

Columbus and I found a new land with very strange people. We named them Indians because we thought we were in India. We tried to make peace with them. When we found that we couldn't we sailed further west.

Frank Agauyo

SAILING WITH CABOT - 1497

The new land we found was rich in fish. All we had to do was lower a basket into the water. When we pulled it up it was full of fish.

Carmen Pagan

When we discovered land I was the first one off the boat. We explored the land but did not find silks and spices. Instead we found something else that made us rich. Newfoundland had many animals that we caught for their fur.

Rosemary Goodwine

SAILING WITH LIEF ERIKSON 1000 - 11??

Lief Erikson and I are Vikings. Our only desire is to be able to go to sea. The animals painted on our sails frighten away evil spirits that wreck boats.

Gilbert Quinones

My job aboard the ship was that of cook. When we reached Greenland, I cooked the biggest dinner of all. Everyone had an equal share and there weren't any fights about food on that day.

Rosemary Goodwine

EXPLORATION QUIZ: Spell out the name of a famous explorer by using the first letter of the words in the quiz.

1. Head of a ship _____
2. European countries _____
3. Parallel lines around earth _____
4. Large country in North America _____
5. East-west lines around globe _____
6. Discovered Pacific Ocean _____
7. Abbreviation of our country's name _
8. One of Columbus' ships _____

1. Captain 5. Meridians
2. Old World 6. Balboa
3. Latitude 7. U.S.
4. United States 8. Santa Maria

AFTER-SCHOOL CENTER

Mrs. Irene Slone, Principal | P.S. 7-8K | Reading Class | Mrs. Weiss

WHY WE COME

I go to Afternoon Center to read and do math. The teachers are nice. We do a lot of reading and arithmetic. I can do my arithmetic pretty well but I am a little slow in reading. I will try to catch up on it this year.

Melvin Hewitt

I like the Afternoon Study Center because it gives me a better education. Education gives us more learning. This is important for getting a job.

Yolanda Luna

BOOKS WE READ

You Will Go To The Moon
by Mae & Ira Freeman

The story is about a boy who goes to the moon. The boy tells how he started his trip and how he finished it. He goes in a big rocket. Then it takes off. It heads for a big space station in the sky. There the rocket gets food and supplies. Later he landed on the moon. He saw many holes in the ground. While there he made a base on the moon.

Donald Clayton

Robert, The Race Horse
by Joan Heibroner

This book is about a horse that sniffed roses. I like this book because it is funny. The most important part of the story is when the horse tries to get a job.

Delnora Wiltshire

STORIES WE WROTE

Good neighbors help one another. They share their good times. They do not bother one another. They try to be kind and friendly. They make new neighbors feel at home.

Rubin Caraballo

Two Goldfish Take A Trip

Yesterday Mrs. Weiss bought two goldfish to bring to school. She put them into a small bowl. This morning Mrs. Weiss had to take the fish on a bus, a train, and another bus in order to get them to school. What trouble Mrs. Weiss had! Each time the bus or train jerked the water spilled. Mrs. Weiss got soaked. She was worried, too, that all the water would spill and the fish would die. When she got to school she was very happy that the fish were alive. The children named the fish Goldy and Spooky.

Adrianne Sellers

News Around The World

Yesterday many exciting things happened. President Johnson came to our neighborhood. Some of the children saw him and even shook hands with him. In Russia Khrushchev lost his job. In St. Louis the Cardinals won the World Series. In England the Labor Party won the elections.

Raymond Sosa

THE ECHO

Dr. Paul Treatman, Principal P.S. 284K Barney Weisberg, Supervisor

Dear Children,

The fact that you have been able to compose these interesting stories and poems is proof of the fact that, with additional help given you by your after-school center teachers, you have been able to improve your ability to read and to write more effectively.

By continuing your excellent work and attendance in these classes, you will be well on the road to reaching your grade level in reading.

Barney Weisberg
ASSC Supervisor

* * * *

Every Tuesday, Wednesday, and Thursday, we go to the After-School Study Center. We are learning to be good readers. We have learned many sounds. We also learn many rhyming words. We listen to stories. We like to come to the After-School Study Center because we get help in reading.

Blanca Miranda
Group E

PLEASE MR. SANTA, BRING ME A DOG

I want a dog because I never had one. I think a dog would be a good pet to have. It should cost about $3.00. Please put a red bow around it, and remember to put him under the Christmas tree.

Norma Ramirez
Group B

CHRISTMAS, CHRISTMAS, CHRISTMAS

Christmas, Christmas, Christmas,
Hear the pretty bells chime.
Hear the jingle bells ringing,
And Santa in the sky.
Look at the snowman!
He looks so very bright.
Christmas, Christmas, Christmas,
What a wonderful, wonderful night.

Sharon Haywood
Group A

SQUIRREL, SQUIRREL

Squirrel, squirrel in a tree,
Won't you come out and look at me?
Don't be lazy,
Don't be crazy!
I have something good for you.
It is sweet and delicious too.
It may be candy,
It's good and dandy,
So come on over
And eat a piece of clover.

Tonya Jones
Group B

CHRISTMAS IS HERE

When Christmas comes,
Many girls and boys
Will have lots of fun,
And receive many toys.
Church bells will ring;
Christmas bells chime
And children will sing:
"Oh, I love Christmas time!"

Antonia Lopez
Group A

THE STRIVER

Irving J. Siegel, Principal P.S. 188M We strive till five

Dear Boys and Girls,

This year our After-School Study Center has been coming along very well. Your attendance has been good, and most of you are improving your reading and mathematics. Many of you are doing your homework much better and are reading many more books.

Keep up the good work!

Sincerely,

Irving J. Siegel
Principal

WE ARE HAVING FUN!

Why I Like the Reading Club

I like the reading club because we have fun and we learn a lot of reading and words. Mr. Pekkala is very nice. I like him because he is funny. He makes a lot of jokes. We also see movies. I think all the children should come that need help. On Valentine's day he brought us ice cream. I think he's the greatest.

Carol Meyer

SCHOOL

I think school is very nice because you can get a good education. Then you will be able to get a good job. You shouldn't drop out of school, because if you do then you won't get a job. That is why school is important.

Freddina Fulton
Library

WE HAVE FUN AFTER THREE

The Strivers

I think it is very nice of the teachers to take time after school to help pupils who are not on grade level in reading. Mr. Pekkala is one of my favorite teachers. He really helps you to improve. When he reads everything comes to life. He can change his voice and that really makes it interesting. He helps me a lot, and my regular teacher says that if I keep this up, I will make the next grade.

Francina Lee Carroll

A POEM

I'm no Liston, I'm no Clay
I can read better any day

Clarence Baker Jr.

PARENTS NEWS

Vol. XIII No. 5 Affiliated with U.P.A. January 1965

MESSAGE FROM OUR PRINCIPAL

Melvin S. Wortman
P.S. 54K

P. T. A.

O P E N M E E T I N G

WEDNESDAY, JANUARY 20

AUDITORIUM - 8:00 P.M.

ALL ARE WELCOME

This letter is an invitation to our parents to come to visit our After School Study Center on any Tuesday, Wednesday, or Thursday afternoon between 3:00 and 5:00 P.M.

This program has given our girls and boys a wonderful opportunity to improve skills and study habits.

The School Library is open for all children who wish to attend on the Study Center days. Mrs. Backer, the school librarian, assists with finding books and helps to interest the children in reading the many fine selections found on our shelves. Here in a quiet, pleasant room each child may spend an adventurous afternoon in faraway lands, in the quest of new frontiers or wherever the magic of literature may take him.

P. T. A.

REUNION ABIERTA

MERCOLES ENERO 20

SALON DE ASAMBLEA
8:00 P.M.
Todos Estan Invitados

Help with homework is a directed activity, supervised by Mr. Lubin and Mr. Rochmis. Children receive help in problem-solving subjects. They are assisted in organizing and neatly arranging their assignments. They can complete their work with the realization that should questions or doubts arise, an interested, trained teacher will help. This atmosphere of industrious pursuit has raised the level of confidence for the pupils who attend. Through successful endeavor, aspiration and goals have become higher.

Our Study Center has truly given our children the incentive to succeed.

Parents please come and observe the activities. You too will be proud of the fine youngsters who put in "overtime" to learn.

ROUTINES

By far the largest number of items or articles submitted for publication by ASSC schools dealt with routines. For this issue, we are including as many as possible, since good organization and administration are essential to good instruction. Please bear in mind that some schools operate a 3-5 P.M. basis; others on a 3-4 P.M. and 4-5 P.M. basis; while still others use a combination of both. A variety or organizational patterns exists among schools in the ASSC program. Each school determines its own time schedules according to its needs, within the framework of the 3 to 5 P.M. time limit.

SELECTION OF PUPILS

At the ASSC of P.S. 54 K, we have found our registration-attendance plan to be effective. Briefly, this is our program.

All signed applications for our tutorial program are submitted to the supervisor in charge. The names of these pupils are then entered into a master register book by grades and classes using Elementary School Class Record Book #11 (item 77-0605-15). Into this same master book are entered the names of pupils excluded by reason of their being a part of the school's corrective reading program. However, such excluded pupils are encouraged to attend the library, homework room or mathematics room.

By grades, the application forms are then submitted to the Reading 3, 4, 5, 6 and Mathematics teachers who then select 30 pupils as a starting register--15 for 3-4 P.M. and 15 for 4-5 P.M. sessions. Selections are made according to pupils' needs after checking achievement levels. All others not included in the group of 30 are placed on a waiting list; in each case these pupils are encouraged to use the library and homework rooms of the ASSC.

Each reading or mathematics teacher is also supplied with a Class Record Book #11 for keeping daily attendance. Weekly, each ASSC teacher checks the pupil attendance patterns and, where needed, a postal is sent home by the ASSC teacher urging continued and regular use of these remedial classes. As needed, new registrants from the waiting list are added to keep the average attendance at each hourly session between 10 and 15.

Although this plan is not an unusual one and undoubtedly has been used in many centers, we have found it efficient.

Benjamin Nowitz
Asst. Prin., 54K

The special plan which we found successful in P.S. 48Q had to do with the screening and selection of pupils for the After-School Study Center. This plan called for the combined efforts of all personnel in determining which children were in greater need of tutorial help and then enlisting the cooperation of the parents in promoting the program. Potential hold-overs were screened early by teachers and guidance counselors; notices were sent home informing the parents of the facilities offered; individual and group conferences were held with parents. During Open School Week, parents whose children had not been signed up for the After-School Study Center were again informed of their children's need for additional help. Where interest had been allowed to flag, the parents were again aroused to renewed interest in the program. Report cards included references to specific weaknesses of the child and a recommendation that the child attend the After-School Study Center for remedial help. All these efforts have resulted in a much more sustained program in the After-School Study Center in P.S. 48Q.

Arthur C. Buck
Principal, 48Q

ONE SCHOOL'S PROGRAM

We take pride in the ASSC program in P.S. 243K. It was successful beyond expectation last year and is functioning even more successfully this year. There are many reasons for our record. I shall briefly note some.

1. Careful screening. More than 700 children applied for the opportunity to take part in the program last year. The records of the children were examined very carefully. When the program was organized 240 children in Grades 3-6 were selected and placed in homogeneous groups. (8 reading groups were set up - the range was from non-readers through 4th year). Remaining children were placed on waiting lists. The criteria of good attendance and desire for self improvement were adhered to very strictly. Those children who did not meet the standards of good attendance and desire to learn were eliminated from the program and their places were taken by children on the waiting list. As a result, participation in the program became a privilege and our children pleaded for a chance to be included. Children in grades 5, 6 attended 3 times per week. Children in grades 3, 4 attended twice a week. During the present year, 120 children are in the program. Screening was done carefully. Although we lost all of the children in Grade 5 of last year (P.S. 243K is now a Pre-Kindergarten Grade 5 school), we had no difficulty in filling available places. Every child who was in the program last year is included in this year's program. New additions are children who advanced from Grade 2 to Grade 3. We have a waiting list of more than 150 children who are eager to enter the program.

2. Parent cooperation. The parents share in the program. They are asked to sign applications for admission to the program. A pledge is made that the child will attend regularly unless he is ill. It is up to the parent to see to it that the pledge is kept. Meetings are held from time to time. The parents discuss their role in the program.

3. Grouping of children. Inasmuch as the basic consideration is improvement of reading, every child in the program is placed in a reading group. The groups are homogeneous in terms of level of reading ability. Each child receives 3 hours of reading instruction per week: (1 hour per day). During the 2nd hour each day children are scheduled for mathematics, library, or homework instruction. The library and homework groups alternate each week. The children in the mathematics group are those who are most retarded in this area. They receive a remedial program in mathematics. The course of study is carefully graded. The subject matter is teacher prepared. As a result we are achieving remarkable success. The library period and homework period are both instruction periods. It is thrilling to watch the children enter the homework room, sit down and immediately take out their homework. The children know they come there to work. The teacher is constantly moving about giving assistance where needed. It is worthy to note that the homework is purposeful and meaningful and includes every area of instruction.

Benjamin Goldin
Principal, 243K

ORGANIZATION OF THE ASSC PROGRAM

1. Each classroom teacher submits a reading and mathematics retardation sheet for her class, listing all children retarded in reading and mathematics.

2. On the basis of these, children are tentatively selected for the ASSC by the ASSC supervisor, in cooperation with classroom teachers.

3. Letters to parents are distributed to the selected children explaining the program to them and requesting their signed consent.

4. Upon receipt of the letters, remediation classes are organized by the ASSC supervisor in cooperation with classroom teachers, based on the children's level in reading or mathematics as the case may be.

5. Letters of acceptance are distributed to classroom teachers to be given to the children. Each classroom teacher maintains a list of children in the ASSC program.

6. Each child attends both a remediation class and a session in the library or homework room.

7. A central register of all children in the program is maintained. This lists the official class and the remediation class of each child.

8. ASSC teachers check on absentees to determine the reason for absence from the ASSC.

9. When a child is discharged from the program, he receives a letter to be given to his parent, stating the reason for his discharge. The classroom teacher is also notified.

10. A waiting list is maintained from which replacements are selected by the ASSC supervisor.

11. Articulation between the classroom teacher and the ASSC teacher is maintained by means of articulation sheets and child's individual reading notebook in which both teachers make entries.

12. Contact with the home is maintained by means of the child's individual reading notebook.

13. Children are escorted at dismissal time to the corner and guarded as they cross the street.

14. The entire procedure for the ASSC program has been carefully outlined in full detail. All teachers in the school have a copy of this procedure and are familiar with it.

Rose Manicoff
Principal, 133K

LETTER OF ADMISSION

P.S. 133, Brooklyn Rose Manicoff, Principal

Name _____ Class _____

You have been accepted for the After-School Study Club. You will attend Tuesday, Wednesday, and Thursday from 3:00 to 5:00 P.M. You may bring a snack from home to eat after school.

At 3 o'clock your teacher will send you to Room _____. Please go there quietly.

Released Time Children: Return to school through the Main Entrance and meet Mrs. Vassallo at the front door.

ATTENDANCE POSTAL

BOARD OF EDUCATION OF THE CITY OF NEW YORK, N.Y.
Public School 183 Queens

AFTER-SCHOOL STUDY CENTER

_____ 19__

Dear Parent:

Your child, _____, Class_____ has failed to attend after school remedial classes during the past week. Please check.

Thank you for your cooperation.

Max Arnold, Principal

Teacher's checklist

ATTENDANCE - A STARTING POINT FOR EVALUATION

Many factors influence the attendance in the After School Study Center Program. Over some of these - the reluctance of children to be out in the dark at 5 P.M. and the health of the child - the teacher has little control. There are others that are either the sole responsibility of the supervisor or the joint responsibility of the teacher and supervisor. These include the degree of cooperation between the day school and the ASSC Program, the maintenance of accurate attendance records, the follow-up of drop-outs, and the amount of publicity given the program. All of these factors exert great influence on attendance, on leading the child to the door of the classroom. At this point, when the child enters the program, the teacher becomes the paramount factor in maintaining good attendance. These are some of the qualities that seem to hold children. Utilized as a checklist, they may be of value as a self-evaluation device for the teacher.

1. In the remedial classes, have I found the cause of the child's difficulty? Does he fail to read because he has little or no knowledge of phonics? Does he fail in mathematics because he cannot read well enough to interpret a written problem?

2. Do I have adequate, appropriate materials? If the school cannot supply sufficient materials, have I tried duplicating them?

3. Have I welcomed these children warmly, praised them for doing as well as they can within their capabilities, praised them for even small growth?

4. Have I found time for each child, every day, if even for a few minutes?

5. Do I inquire about a pupil's absence and tell him he was missed the next day he appears?

6. Have I given him a chance to experience some success, no matter how small?

7. Do I regard the ASSC as an extension of the school day and feel the same professional obligation to be present?

8. Do I contact the regular classroom teacher for information and for advice?

9. Do I allow the children several minutes to unwind during the session?

10. Do I try to motivate through varied approaches, such as the use of audio-visual materials, mathematics and reading games?

Mitchell G. Checrallah
Asst. Prin., 20K

AFTER SCHOOL STUDY CENTER

P.S. 150X

M E R I T C E R T I F I C A T E

Date _____

This certificate is given to _____

in recognition of the Excellent Effort made in attending

Group _____ in the After-School Study Center.

_____ Barney Grossman
Teacher Principal

AFTER-SCHOOL STUDY CENTER PROGRAM
Public School 64
605 East 9 Street
New York 9, New York

Irving Greenberg, Principal Herbert A. Kratzer, Supervisor

AFTER-SCHOOL STUDY CENTER

H O N O R C E R T I F I C A T E

Name _____ Class_____

For 100% ATTENDANCE

Date_____ Teacher_____

Attendance insurance

ATTENDANCE INSURANCE

In order to increase attendance in the after school library and homework rooms, I began to circulate a sheet on which the teachers listed two pupils each day for each of the two rooms. The pupils assigned* to the library room generally did some research. The pupils assigned* to the homework room were encouraged to get special attention on some homework problems.

Although many pupils come voluntarily to these two rooms, the plan we are using insures that all pupils will have after school library experience and contact with the teacher who can provide special pointers on improving homework.

Here is a copy of the sheet teachers fill out daily.

AFTER-SCHOOL STUDY CENTER

Class _____ Teacher_____

Instructions: For Tuesday, Wednesday and Thursday each teacher is to assign two pupils for reading or research in the library and two for special help in the homework room. This will encourage pupils to develop the habit of using the library and of completing neat and accurate homework assignments.

DATE	2 Pupils Assigned to Library	2 Pupils Assigned to Homework Room

Samuel Kressel
Principal, 83K

* (Ed. Note: Of course these pupils went to the Library and Homework rooms voluntarily!)

HOMEWORK ROOM PROCEDURES

Since the homework assignments vary according to the grade level and the child, I find it most beneficial to work with the children on an individual basis. However, if several children are having the same difficulty, I work with them in groups and then individually. I try to start each session by reading a quotation and then discussing it or I open a discussion on a current topic or person in the news. If the children are writing a composition, I ask them questions that will lead them to think logically and thoughtfully.

Elizabeth Looney
Teacher, 62X

CARD OF ADMISSION

AFTER-SCHOOL STUDY CENTER PROGRAM
Public School 64, Manhattan

School Year _____

Name of Pupil _____ Class _____

This is to certify that the above child is a student at P.S. 64, Manhattan and is entitled to use the facilities of its After-School Study Center.

Reading and Mathematics - Tues., Wed., Thurs.
3:00 P.M. to 5:00 P.M.

Library - Tues., Wed., Thurs. 3:00 P.M. to 5:00 P.M.

Homework - Tues., Wed., Thurs. 3:00 P.M. to 5:00 P.M.

IRVING GREENBERG, Principal
P.S. 64, Man.

HERBERT A. KRATZER
Supervisor
After-School Study Center

PROGRAMA DESPUES DE HORAS DE CLASES

Estimados Padres:

Su hijo, _____ _____, de la Clase _____, ha sido seleccionado para recibir ayuda especial en (lectura, Matematica) los martes, miercoles y jueves de 3 a 5 de la tarde.

Aunque la asistencia a estas clases es voluntaria, (el, ella) continuara recibiendo esta ayuda si (el, ella) asiste con regularidad a las clases.

Irving Greenberg
Principal, 64K

Attendance certificates

C E R T I F I C A T E O F M E R I T

IS PRESENTED TO

_____

Of Class _____ This Day _____

FOR HAVING ATTENDED THE AFTER-SCHOOL STUDY CENTER

OF PUBLIC SCHOOL 191 MANHATTAN

S. Becker
Principal

William C. Dana
Director

_____
Teacher

_____

N A M E

P.S. 156, Brooklyn AFTER SCHOOL STUDY CENTER

is hereby awarded this

A T T E N D A N C E H O N O R C E R T I F I C A T E

for the year ending _____ 196__

_____
Teacher

Martin Roberts
Principal

ATTENDANCE RECORD

At P.S. 37Q, we have been using the following forms to record attendance and to keep the home informed of progress through a weekly "report card." The attendance sheets are stapled into a folder. Each Thursday, the teacher records attitude, preparation, adjustment, participation, and work habits by using a code: "E" for excellent, "G" for good, "P" for pass, and "D" for poor. On the report card form, the same information is sent home by making a check mark on the proper line and under the proper word. Thus, the parent receives a weekly report of attendance and work, accomplished with a minimum of time.

William R. McNamara
Principal, 37Q

ATTENDANCE SHEET GROUP _____

Name	Dates												
Doe, Jane	4-313												
Comments	Attitude												
	Preparation												
	Adjustment												
	Participation												
	Work Habits												
Smith, John	5-304												
Comments	Attitude												
	Preparation												
	Adjustment												
	Participation												
	Work Habits												

P.S. 37Q William R. McNamara, Principal

AFTER-SCHOOL CENTER REPORT CARD

Name: Jane Doe Grade: 4-313

Math: _____ Reading: _____

Week of _____

Sessions attended - Tues. Wed. Thurs.

	Excellent	Good	Poor	Passing
Attitude	X			
Preparation		X		
Adjustment		X		
Participation		X		
Work Habits				X

This report is issued weekly. Please look for it.

Attendance follow-up

P.S. 262K AFTER-SCHOOL STUDY CENTER

ATTENDANCE REPORT

Pupil's Name _____ Day School Class _____

Day School Teacher _____ Date _____

The above named pupil has been absent from the After-School Study Center

_____Reading; _____Math; _____Library group on the following dates _____

Please encourage regular attendance at the Center so that the pupil will benefit from the program.

Please check the appropriate line below and return this form to me via my letter box.

_____Pupil was absent from day school on these dates.

_____Pupil was present in day school on these dates.

Any additional comments:

Thank you for your continued cooperation and support.

_____
ASSC Teacher

Stanley V. Kaplan
Asst. Prin., 262K

Public School 274
800 Bushwick Avenue
Brooklyn 21, New York

Max Fleischer, Principal
Dorothy Conroy, Asst. Prin.
Ivan Werner, Asst. Prin.

AFTER-SCHOOL REMEDIAL PROGRAM
Coordination with Day School (page ____)

Pupil_____ Class_____ Remedial Group_____

Comments by After-School Study Center Teacher.	Reply by Regular Class Teacher.
Date_____	Date_____
_____ Initials	_____ Initials
Date_____	Date_____
_____ Initials	_____ Initials
Date_____	Date_____
_____ Initials	_____ Initials

Coordination with day school

P.S. 262K AFTER-SCHOOL STUDY CENTER

COORDINATION FORM

PUPIL'S NAME _____ DAY SCHOOL CLASS _____

DAY SCHOOL TEACHER _____ DATE _____

ASSC Remedial Group: _____Reading _____Math.

Please complete the items below and return this form to me via my letterbox. During the year I will send you progress reports concerning this pupil.

1. Latest standardized test taken by pupil _____

   Date _____ Result _____

2. Name of ____Reading ____Math textbook used by pupil in day school

   _____Reading _____Math.

3. Level of text _____Reading. Level of text _____Math.

4. Major difficulties or areas which need immediate strengthening:

5. Any other pertinent information:

Thank you for your continued cooperation and support.

_____
ASSC Teacher

COMMUNICATION

Mr. Tufel has contributed a rather ingenious means of communication between the After-Study teachers and the classroom teachers. He has After-Study teachers keep notebooks with several pages assigned to each child, in which to make comments. These are placed in the teachers' mail boxes at the end of each session where they are regularly consulted by the classroom teachers who note progress and make suggestions before returning the notebooks to the After-Study teacher's mail box. This device is working very well.

Helen D. Hildebrandt
Principal, 61X

(P.S. 284K also uses the above idea. Barney Weisberg, ASSC supervisor, submitted several samples of the notebook plan).

COORDINATION BETWEEN THE DAY SCHOOL AND STUDY CENTER

In addition to the coordination sheet which day teachers have written, I have found short, informal meetings with teachers most helpful to me in working to meet the needs of pupils in my mathematics class.

Teachers have been willing to show me what they are teaching and how they are teaching mathematics in their classroom so that there is no confusion.

Samuel Gadsden
Teacher, 62X

MOVEMENT OF PUPILS TO ASSC ROOMS

At 2:50 P.M. a bell is rung (preparatory for dismissal). At this signal we have two OTP teachers pick up all the after-school study program pupils. They are lined up and brought to our gym. Here they break up into their assigned classes and they are escorted back to their assigned rooms by the teacher in charge. We have found this method of moving pupils to be most efficient. Pupils arrive at their assigned rooms with a minimum of confusion. Little time is wasted in getting to work and most important, pupils are in a receptive mood for the study program, be it mathematics, reading or homework.

Charles Miras
Asst. Prin., 96M

Reading articulation

Public School 305
344 Monroe Street
Brooklyn 16, New York

Dr. Samuel Altman, Principal
Mr. Robert Burger, Asst. Prin.
Mr. Stanley Kantor, Asst. Prin.

AFTER-SCHOOL STUDY CENTER

READING ARTICULATION FOR THE MONTH OF _____

Pupil's Name _____ Class _____ Room _____

ASSC Teacher _____ ASSC Group _____

I. Attendance: Present_____ Absent_____

(Class teacher should keep a record of attendance data for recording on pupil's report card).

A. Name of Reader or type of reading material used in ASSC _____.
_____Level of Reader or material, _____ Pages covered.

B. Skills which have been improved

1. Word Recognition
a. Phonetic Analysis (i.e., initial consonants b, d, f, etc.)

_____

b. Structural Analysis (i.e., suffixes - ed, er) _____

_____

c. Others (configuration, picture, contextual clues)_____

_____

2. Comprehension (noting details, making inferences, summarizing, etc.)

_____

3. Others (use of dictionary, work-study, etc.)

_____

C. Skills which need further improvement _____

_____

D. Remarks and Recommendations_____

_____

II. I have read the above information. The following are my remarks _____

_____

_____
Class Teacher

Public School 305
344 Monroe Street
Brooklyn 16, New York

Dr. Samuel Altman, Principal
Mr. Robert Burger, Asst. Prin.
Mr. Stanley Kantor, Asst. Prin.

AFTER-SCHOOL STUDY CENTER

MATHEMATICS ARTICULATION FOR THE MONTH OF _____

Pupil's Name _____ Class _____ Room _____

ASSC Teacher _____ ASSC Group _____

I. Attendance: Present _____ Absent _____

(Class teacher should keep a record of attendance data for recording on pupil's report card).

A. Areas Improved

1. Number Concepts _____

_____

2. Number Facts _____

_____

3. Non-Numerical Concepts _____

_____

4. Processes _____

_____

5. Fractions _____

_____

6. Problem Solving _____

_____

B. Weaknesses which need further attention _____

_____

C. Remarks and Recommendations _____

_____

II. I have read the above information. The following are my remarks.

_____

_____

_____
Class Teacher

Progress report to teacher

P.S. 262K AFTER-SCHOOL STUDY CENTER

PROGRESS REPORT

Pupil's Name _____ Day School Class_____

Day School Teacher _____ Date: _____

1. Remedial group _____ Reading: _____ Math:____

2. Results on informal tests (dates)

3. Weaknesses which need further attention

4. Additional remarks

Thank you for your continued cooperation and support.

_____
ASSC Teacher

Stanley V. Kaplan
Asst. Prin., 262K

THE AMSTERDAM SCHOOL
P.S. 191 M
210 West 61st Street
New York 23, New York

Stanley Becker - Principal

AFTER-SCHOOL STUDY CENTER REPORT CARD

Your child is enrolled in our After-School Study Center for Reading Improvement. This is his/her After-School Report Card.

Please sign this Report Card and return it together with the signed regular day school Report Card to your child's teacher. Please feel free to write comments on these Report Cards.

If you have any questions concerning the After-School Study Center or the regular day school, please come in to see me.

Thank you.

Very truly yours,

William C. Dana
Assistant Principal

Approved:
S. Becker
Principal

AFTER-SCHOOL STUDY CENTER Teacher: _____ Room _____

Pupil: _____

Attendance	Absence	Teacher's Comments	Parent's Signature and Comments
Report 1 January			
Report 2 April			
Report 3 June			

A report card

ASSC REPORT CARD

P.S. 192, Manhattan

AFTER-SCHOOL STUDY CENTER

NAME _____ CLASS _____	FEB.	MAR.	APR.	MAY
TEACHER IN CHARGE _____				
EFFORT _____				
READING PROGRESS _____				
MATH. PROGRESS _____				
HOMEWORK ROOM _____				
ABSENCE (DATES) _____				
_____				

TEACHER'S SIGNATURE _____

PARENT'S SIGNATURE FEB. _____ MAR. _____

APR. _____ MAY _____

Dr. Seymour Gang
Principal, 192M

Public School 118, Queens
190-20 109th Road
Hollis, N.Y. 11412

Louis H.Abramowitz
Principal

Seymour Fruchter
Assistant Principal

AFTER-SCHOOL STUDY CENTER
October 1964 - May 1965

REPORT TO PARENTS

Name of Pupil_____

Class: _____ Reading _____ Mathematics

Name of Teacher_____

Dear Parents,

The purpose of this report is to inform you of your child's progress in our After-School Study Center. You will receive a report at the end of each month.

You are urged to encourage your child to attend his assigned study group every Tuesday, Wednesday, and Thursday afternoon.

Cordially,
Seymour Fruchter
Assistant Principal

	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY
Work Habits								
Effort								
Conduct								
Total Sessions								
Times Present								
Times Absent								

Ratings Used

E = Excellent
G = Good
F = Fair
U = Unsatisfactory

Parent's Signature - Oct. _____
Parent's Signature - Nov. _____
Parent's Signature - Dec. _____
Parent's Signature - Jan. _____
Parent's Signature - Feb. _____
Parent's Signature - Mar. _____
Parent's Signature - Apr. _____
Parent's Signature - May _____

LETTERS TO PARENTS

Dear Parents,

As the year comes to a close it is appropriate to evaluate the progress being made by the pupils who attend the After-School Study Center. I am pleased to report that the results have been rewarding for those pupils who attended the Center regularly. In January we plan to invite you to visit your child's after-school class so that you may observe the instruction and confer with the teacher.

Although the regular day school will be open on Wednesday, December 23, the Center will be closed on this date. The Center will reopen on Tuesday, January 5, 1965.

To you and yours the Center staff and I extend sincerest holiday greetings.

Sincerely yours,

Stanley V. Kaplan
Asst. Prin., 262K

Dear Mrs. _____,

In your capacity as parent-volunteer in the ASSC library program, you have conducted yourself in a truly professional manner. From the very beginning of the term you have been as much a part of our staff as any person assigned to the center.

To you and yours the center staff and I extend sincerest holiday greetings.

Sincerely yours,

Stanley V. Kaplan
Asst. Prin., 262K

PARENTS' MEETING

We held an open meeting for parents who asked to enroll their children in the ASSC. At this orientation session, the parents were apprised of the purpose and administration of the program. The support of parents is an aid to good attendance.

Jack Zuckerman
Acting Prin., 155K

LESSON PLAN FORM

AFTER-SCHOOL STUDY PROGRAM
P.S. 156K

Week of _____

Teacher _____

A) Day of Week	Tuesday	Wednesday	Thursday
B) Skill to be introduced or reinforced			
C) Procedure			
D) Materials to be used			

Instructions:
A) Day of Week: Indicate only those days your group meets.
B) Skill: Major point of emphasis. Introduction should be sequential. There should be reinforcement of skills previously taught or learned. Refer to manual "Sequential Levels of Reading," Grade Math syllabus or Grade Guides 3-4, 5-6.
C) Procedure: Specific steps to be taken to achieve the aim set forth in (B).
D) Materials to be used: Skill text, reader, Weekly Reader, A.V. material, etc. Give specific title, page reference, etc.

Leonard Beckenstein
Asst. Prin., 156K

Volunteers

VOLUNTEERS SERVING IN THE ELEMENTARY AFTER-SCHOOL STUDY CENTERS - SURVEY 1964-65

	MANHATTAN	BRONX	BROOKLYN	QUEENS	RICHMOND	TOTALS
Organizations						
Parents Assn.	5	14	3			22
P.E.A. School Volunteers			1			1
Haryou	8					8
Boy Scouts		2				2
Total						33
Colleges & Universities						
C.C.N.Y.	17	3				20
Finch College	2					2
Hunter	1	1				2
Brooklyn			3			3
Queens			1	4		5
Columbia	10					10
Barnard	5					5
L.I.U.			11			11
St. Joseph's			34			34
Wagner					1	1
Total						93
High Schools						
George Washington	26					26
C.E. Hughes	1					1
Julia Richman	1					1
Bushwick			1			1
Stuyvesant			1			1
Morris		3				3
McKee					1	1
Port Richmond					1	1
Lady of Grace		2				2
Total						37
Junior High Schools						
43M	1					1
136M	5					5
139M	1					1
133X		2				2
139X		4				4
Total						13
Neighborhood & Community	15	3	19	1		38
Total						38
Others						
Teacher					1	1
Total						1
GRAND TOTAL	98	34	74	5	4	215

PLAN TO PROVIDE HOMOGENEOUS GROUPING for N.E. Pupils rated D-E-F

All Puerto Rican children rated D, E, or F on the October 31st census who were referred to our ASSC for help and whose parents had given their consent were assigned to Miss Carmen Perez, one of our regular teachers, who has a Puerto Rican background.

Miss Perez teaches these children reading through songs, poems, pictures and varied experiences which permit of repetition, with the result that many of the pupils in her class have developed a better comprehension of English and are reading better. In other words, the children have the benefit of both Reading and Language Emphasis lessons.

PLAN TO PROMOTE BETTER ATTENDANCE

Since many more children are in need of help in the ASSC than can be accommodated because of the limitation of registers, it has become necessary to remove from the register all pupils who do not attend class regularly. But before this is done, a note is sent home to the parent apprising him of the attendance and absence record of his child. The parent is also asked whether he wishes his child to continue in the ASSC on a regular basis or be removed from the program. A copy of the letter is attached hereto. Attendance has improved as a result of this practice. More important, however, is the fact that we have been able to drop those whose attendance has been sporadic and to substitute those who are on our waiting list.

* * * *

_____, 196__

Dear Parent,

Your child, _____, of class _____ was assigned to Mr._____ class in the After-School Study Center, to receive extra help in _____ so that we can help him to be promoted next June.

However, your child has not been attending regularly. To benefit from the program, he must come to class every Tuesday, Wednesday and Thursday from 3-5 P.M.

If he cannot do this, we will have to give his place to another child who is waiting for a chance to come to the After-School Study Center.

Please return this letter indicating below whether or not you wish your child to continue.

Sincerely yours,
Leon E. Spielvogel
Asst. Prin., 2K

His attendance record to date is:
Present: _____ Absent: _____

- -

Dear Dr. Speilvogel,

_____ My child will come regularly from now on. Do not discharge him.
_____ My child cannot come every day. You may discharge him from the ASSC.
Child's name: _____ Parent's Signature: _____
Class _____ Address _____
(Letters home are sent in English and Spanish)

ACKNOWLEDGMENTS

This publication has been prepared by Assistant Superintendent Rose L. Schwab, under the direction of Acting Associate Superintendent Truda T. Weil, Division of Elementary Schools, with the cooperation and assistance of Assistant Superintendents Helene M. Lloyd and Theresa G. Rakow.

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